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ABSTRACT

Significant instructional changes in mathematics will be achieved only if each educator involved with school mathematics engages in a personal rethinking of various aspects of mathematics instruction and identifies some concrete ways in which his or her current practice could be modified to reflect the results of such rethinking. This book is intended to support educators in such a challenging enterprise by focusing attention on errors and their use in mathematics instruction. Chapters include: "Reconceiving Mathematics Education within an Inquiry Framework"; "Alternative Views on Errors"; "Errors and the History of Mathematics"; "Unlocking the Potential of Errors to Stimulate Inquiry within the Mathematics Curriculum"; "Capitalizing on Errors in Mathematics Instruction: A First Analysis"; "Capitalizing on Errors in Mathematics Instruction: A Teaching Experiment"; "Capitalizing on Errors in Mathematics Instruction: Examples from the Classroom"; "Errors as Springboards for Inquiry and Teacher Education"; "Creating a Learning Environment Supportive of Inquiry". Appendices include a summary of categories, codes, and abbreviations; and abstracts of error case studies. Contains 153 references. (MKR)

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